

Idaho Technical Career Academy CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2017 – 2018

Mission:

ITCA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

Vision:

To create a virtual career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force.

[Continuous Improvement Measures in blue are required “Statewide Continuous Improvement Measures” Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.]

| Goal | Continuous Improvement/Performance Measures | SY 2015-16 (Yr 1) | SY 2016-17 (Yr 2) | Improvement / Change (Yr 2 – Yr 1) | Benchmark / Performance Target |
|--|--|-------------------|-------------------|---|---|
| <i>[Goal Statement - Goal is a planning element that describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA’s direct their efforts. A goal addresses issues by stating policy intention.]</i> | <i>[Key performance indications/performance measures of how the performance will be monitored - Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.]</i> | | | <i>[Year over year improvement for those indicators that requirement improvement reporting]</i> | <i>[Annual Performance Target set by the LEA]</i> |
| All students will be college and career ready | % of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) on ERW | 65% | 69% | 4 percentage points | Meet or exceed state average |
| | % of students meeting the college ready benchmark on the college entrance exam (SAT/ACT) on math | 24% | 19% | -5 percentage points | Increase 3 percentage points |
| | # of students participating in one or more advanced opportunity | 5.8% | 15.9% | 10.1 percentage points | 15% or higher |
| | # of career-technical track high school students graduating with an industry recognized certification | N/A | 8 | N/A | 20 Students |
| | % of career-technical track high school students who passed the CTE-recognized workplace readiness exam | N/A | 100% | N/A | Meet Statewide Mastery Cut Score |

| | | | | | |
|---|---|--------------------|--------------------|-----------------------|------------------------------|
| | % of students scoring proficient or advanced on 10 th grade math ISAT | ■ | ■ | ■ | Greater than or equal to 10% |
| | % of students scoring proficient or advanced on 10 th grade ELA ISAT | 43% | 52% | 9 percentage points | Greater than or equal to 57% |
| | # of high school students graduating with an associate's degree or a career technical certificate | N/A | 8 | N/A | 20 Students |
| | 4-year cohort graduation rate | 25.9% | 25.6% | -.3 percentage points | 30% |
| | % of learning plans review annually in grade 9 | N/A | 100% | | 95% |
| | % of learning plans review annually in grade 10 | N/A | 98% | | 95% |
| | % of learning plans review annually in grade 11 | N/A | 100% | | 95% |
| | % of learning plans review annually in grade 12 | N/A | 83% | | 95% |
| | % of students who go on to some form of postsecondary education within one year of graduation from high school | 22% | Data Not Available | | TBD |
| | % of students who go on to some form of postsecondary education within two years of graduation from high school | Data Not Available | Data Not Available | | TBD |
| Increase student and parent engagement at all grade levels through increased attendance | Students logged into the system within the first 5 days of school. | N/A | 95.5% | | 95% |
| | Parents logged into the system within the first 5 days of school. | N/A | 87.5% | | 95% |
| | Students will complete the online orientation course within the first 5 days of school. | N/A | 99% | | 90% |
| Increase teacher engagement | % of math and ELA teachers participating in instructional coaching | 100% | 100% | | 95% |

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district.

| | 2015-2016 | 2016-2017 |
|---|-----------|-----------|
| Male | 40% | 43% |
| Female | 60% | 57% |
| White | 90% | 81% |
| Black/African American | 0% | 1% |
| Asian | 1% | 2% |
| Native American | 2% | 3% |
| Hispanic/Latino | 7% | 13% |
| Free/Reduced Lunch Program | 50% | 47% |
| Received Special Education (IEP Students) | 6% | 10% |

Community Engagement in ITCA's Continuous Improvement Planning Process

Prior to the beginning of the school year, the Head of School meets with the Board to review data from state reports and on academic progress to determine goals for the school for the upcoming school year.

The school year begins with an all staff face to face in-service. Teachers, family support staff, and school administration meet to discuss goals/strategies for the coming year that have been passed down by the ITCA Board. Teacher training and best practice events are also conducted.

Throughout the year, faculty meetings with the entire staff are held weekly at ITCA. In those meetings, topics such as strategies for improving student progress, teacher training, policies, and general planning and updates are discussed. Student data is discussed and plans are made, and progress on goals set in the first of year face to face in-service are monitored and reported. The instructional staff also meets weekly for Professional Learning Community (PLC) meetings. In those meetings, instructional staff go into greater detail on how to accomplish student achievement goals, and how to implement the general planning outlines and updates discussed in the faculty meeting.

The Head of School, teachers, counselor, registrar and Family Support Liaison (FSL) communicate daily through email and instant message. Teachers and Family Support Liaisons communicate with individual families through email, web-conference or classes, and phone throughout the school year. The staff holds Parent Teacher Conferences and face to face study events with students/families 4 times per year (twice per semester.)

The Head of School participates in the monthly Board meeting, providing updates on school events and progress on established goals.

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Section 33-320, Idaho Code, in part states:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

- (i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- (ii) Set clear and measurable targets based on student outcomes;
- (iii) Include a clearly developed and articulated vision and mission;
- (iv) Include key indicators for monitoring performance;
- (v) Include, at a minimum, the statewide student readiness and student improvement metrics; and
- (vi) Include a report of progress toward the previous year’s improvement goals...”

The statewide student readiness and student improvement metrics are specified in [IDAPA 08.02.01.801, subsection 04](#).

In addition to the Continuous Improvement Plan requirements specified in Section 33-320, Idaho, Section 33-1212A, Idaho Code (College and Career Advising and Mentoring) and Section 33-1616, Idaho (Literacy Intervention) include requirements that are tied to the annual Continuous Improvement Plan reporting requirements. School Districts and Charter Schools may meet these requirements through the submittal and reporting of a consolidated plan and annual report that meets all of the requirements or each plan and report may be submitted as separate documents.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1616, Idaho Code](#).

Administrative Code may be found in [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#).

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1212A, Idaho Code](#).

Administrative Code: [IDAPA 08.02.01.801, subsection 06. College and Career Advising and Mentoring Plan](#).

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website **no later than October 1 each year**. Literacy Intervention



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(literacy plan) and College and Career Advising and Mentoring (advising plan) plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan the consolidated plan must be submitted to the Office of the State Board of Education by the October 1 deadline.

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, to be used toward training for school districts superintendents and boards of trustees and public charter school administrators and boards of directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance.